

68 Fails to correctly organize writing activities

1. Have the student practice organizational skills in writing activities by having him/her engage in writing activities designed to cause the student to want to be successful (e.g., writing a letter to a friend, rock star, famous athlete, etc.).
2. Have the student write an account of the previous week, past weekend, etc., with primary attention given to organization (e.g., sequencing events, developing a paragraph, using correct word order, etc.).
3. Require the student to proofread all written work. Reinforce all corrections in organization.
4. Have the student write a daily log, expressing his/her thoughts in complete sentences.
5. Have the student create stories about topics which are of interest. The student is more likely to try to be successful if he/she is writing about something of interest.
6. Have the student read his/her written work aloud to help identify errors in organization.
7. Make certain the student knows that paragraphs, essays, etc., need an introduction, a middle where information is contained, and a conclusion or ending.
8. Have the student arrange a series of statements on a topic in an appropriate order so that they make sense in a paragraph.
9. Teach outlining principles to the student so he/she understands the difference between main ideas and supporting details.
10. Help the student "brain storm" ideas about a topic and then show him/her how to put these ideas into outline form, combining some ideas and discarding others.
11. Give the student a group of related words (e.g., *author, read, love, bestseller*, etc.) and have him/her make up an appropriately organized paragraph including each word.
12. Provide the student with a paragraph in which one statement does not belong. Have the student find the inappropriate statement.
13. Have the student write step-by-step directions (e.g., steps in making a cake) so he/she can practice sequencing events.
14. Using a written essay that the student has not seen, cut the paragraphs apart and ask him/her to reconstruct the essay by putting the paragraphs in an appropriate order.
15. Reduce the emphasis on competition. Competitive activities may cause the student to hurry and fail to correctly organize writing activities.
16. Reduce distracting stimuli by placing the student in a study carrel or "office" when engaged in writing activities. This is used as a means of reducing distracting stimuli and not as a form of punishment.
17. Make certain the student is not interrupted or hurried when engaging in writing activities.
18. Have the student read sentences, paragraphs, stories, etc., written by peers who demonstrate good organizational skills in writing.
19. When correcting the student's organizational skills in writing, be certain to provide evaluative feedback which is designed to be instructional (e.g., help the student rewrite for better organization, rewrite passages for the student, etc.).
20. Have the student develop organizational skills in writing simple sentences. Gradually increase the required complexity of sentence structure and move on to paragraphs, short stories, etc., as the student demonstrates success.
21. Have the student develop an outline or "skeleton" of what he/she is going to write. From the outline the student can then practice organizational skills in writing.
22. Recognize quality work (e.g., display the student's work, congratulate the student, etc.).

23. Make certain the student is not required to learn more information than he/she is capable of at any one time.

24. Provide practice in organizing writing activities by using a computer software program that gives the student immediate feedback.

25. Make certain the student has mastery of writing concepts at each level before introducing a new skill level.

26. Check the student's work frequently to make certain that the student is organizing the writing activity appropriately.

27. Provide the student with appropriate time limits for the completion of assignments.

28. On a piece of paper, write five or six sentences about a story the student has read. Have the student cut the sentences apart and paste them together in the proper order.

29. Have the student write a paragraph describing the events of a daily comic strip such as *Peanuts*.

30. Reinforce the student for correctly organizing writing activities: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).